



Ministry
of
Education

Hon. Sean Conway, Minister
Bernard J. Shapiro, Deputy Minister

Curriculum Ideas for Teachers

1987

Discover Ontario Through the Road Map

Second Revised Edition, 1987

booklet outlines learning activities based on the
Ontario, Canada, 1986/87 Official Road Map''. They are
designed to assist students to learn more about the geography
of their home province.

Ivy Lea Bridge, Thousand Islands



Introduction

This booklet was developed and tested by:

- Ken Braumberger, St. Albert School, Sudbury;
- Doug Foreman, Agincourt Public School, Sudbury;
- Paul Thanase, École Saint-Rémi, Sudbury;
- Donald McGugan, Midnorthern Ontario Regional Office, Ministry of Education, Sudbury.

The first and second revisions (1979 and 1987, respectively) were prepared by Donald McGugan, formerly of the Midnorthern Ontario Regional Office, Ministry of Education, Sudbury (now retired).

Students should be given opportunities to become familiar with the geography and culture of their community, their province, and their country. A systematic study of the Ontario road map will enable students to use the map to find information such as distances between cities, the populations of towns and villages, the best route to take on a holiday trip, the locations of provincial parks and airports, and the compass direction from one point to another.

Such a study will also provide students with opportunities to practise skills of searching for specific information. The skills developed through the activities in this booklet will be useful to students in many situations.



Notes to the Teacher

The examples of learning activities which follow suggest ways of finding and using the information that is available on a road map. Their purpose is to encourage students to browse through the materials, develop skills in the use of the road map, and learn the geography of Ontario.

All the students should work from the same map edition. In this booklet, the "Ontario, Canada, 1986/87 Official Road Map" distributed by the Ontario Ministry of Transportation and Communications has been used for the exercises. Teachers using maps from other sources should ensure that the questions asked can be answered through the use of those maps. It may be necessary to revise some activities to accommodate other map editions.

Teachers should be aware that there may be other acceptable answers to the questions posed in addition to those provided.

Some teachers will prefer to use these exercises all at one time and in conjunction with work in environmental studies or geography. Others will prefer to spread the road-map work over the year. The exercises could become an addition to the activity centre of the classroom.

It is not suggested that students complete all the activities in one year: teachers may wish to co-ordinate the exercises in such a manner that the student is exposed to new aspects of the road map each year.

The booklet does not purport to replace teaching strategies already developed by teachers; rather, it offers alternatives and is intended to make planning easier and more effective.

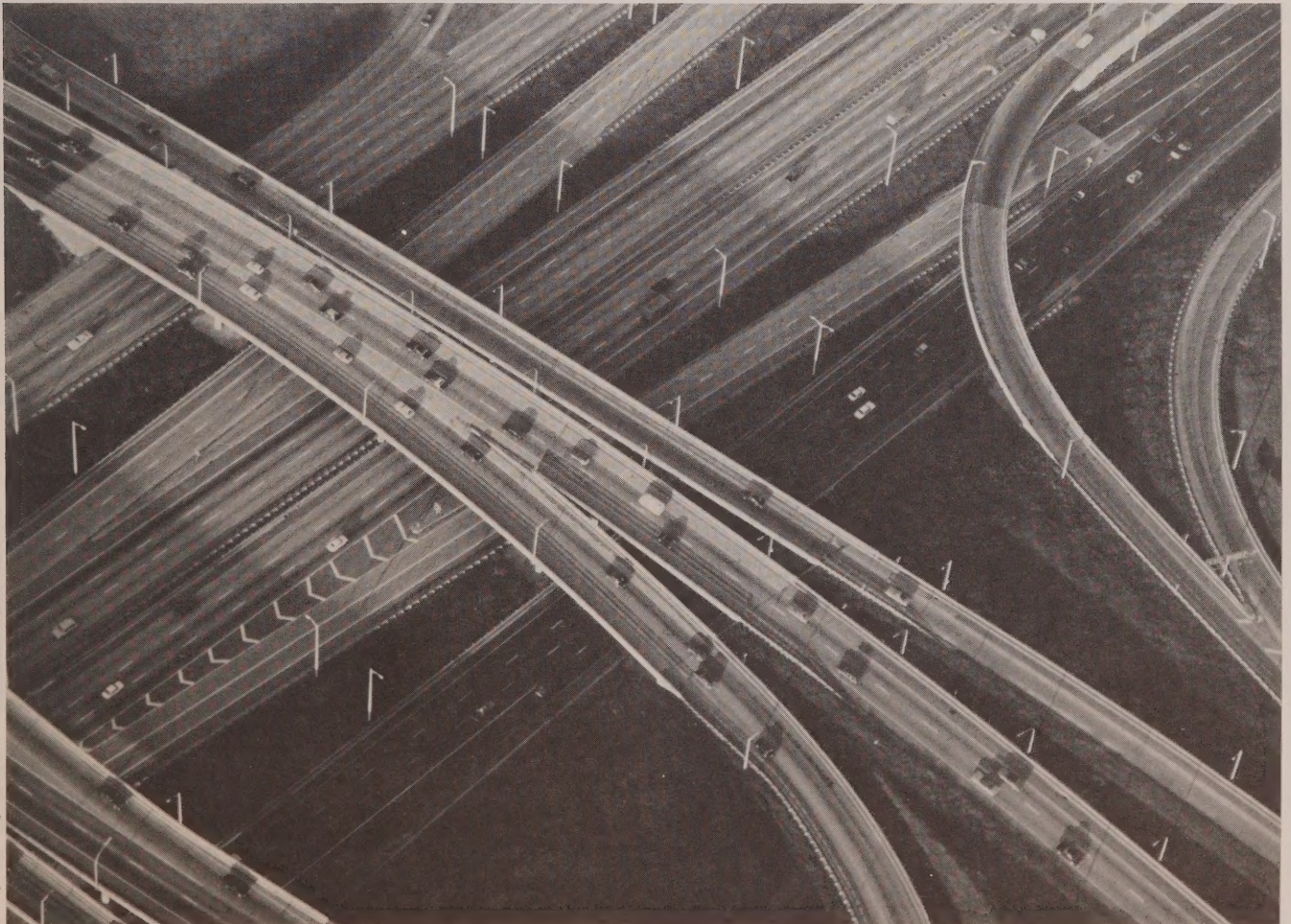
Learning Outcomes

Students should be provided with opportunities to:

- use the map index to locate villages, towns, and cities in Ontario;
- use the keys in the map legend to obtain information about a community; for example, the size of its population, the types of highways that run through it, its boundaries, and the location of its hospitals;
- calculate distances between communities using the distance triangle, the local distance method, and the map scale;
- give compass directions from one point on the map to another;
- recognize a wide variety of traffic signs and classify them into meaningful groups;
- develop patterns of spatial distribution, such as population distribution, density of road networks, location of largest urban centres, which will give an increased understanding of the geography of Ontario;
- organize information into a legible format that is easily understood;
- practise new skills by applying them to real-life situations such as planning a vacation trip or locating the nearest provincial park;
- work with others in solving problems and completing tasks;
- become more knowledgeable about their province, its geography, culture, and people.

Teachers are encouraged to adjust the expected learning outcomes listed above to match the expectations for the students in their classes.

Section of Highway 401, Toronto



Getting Underway

The exercises which follow have a common format: a problem is stated; a method of solving that problem is given; and additional problems of a similar nature are suggested.

Before beginning a formal study of the road map, the teacher should ensure that students have opportunities to:

- locate Ontario with respect to Canada and to the North American continent, using atlas maps and wall maps to establish those relationships;
- realize that while the maps of Northern Ontario and Southern Ontario occupy the same amount of space on paper, the areas are, in reality, different in size; maps of Canada will support this idea;
- understand that Northern Ontario is divided into districts while Southern Ontario is divided into counties and note that the divisions are clearly indicated on the map with solid mauve lines;
- examine the colours used on the map and understand that various colours have specific uses; for example, blue is used for water, red for certain types of roads, green for provincial parks, and taupe for the bordering provinces and states;
- note that the typography is designed to assist the reader; for example, the names of larger communities are printed in bigger type, red letters are used to indicate highway numbers, and names of bodies of water are printed in blue;
- look at both sides of the map to note the wealth of information provided, including standard traffic signs, ways to reach the Ontario Provincial Police in an emergency, tourist routes, sources of travel information, and much more;
- learn how to fold and look after the map.

After developing some familiarity with the road map, students should be ready to work with the problems that are set out in the following sections.

Colborne Lodge, Toronto



Problem

Many of you are interested in records, for example, the largest city, the longest highway, the highest point of land in an area.

What are some of Ontario's "est" features?

- Browse through both sides of the road map of Ontario to find at least three of Ontario's "est" features.
- Compare your answers with those of other students.
- Using the questions below as samples, make up one or two "est" questions yourself. Exchange questions with a partner. Use the map to find the answers to your partner's questions.

Other Typical Problems

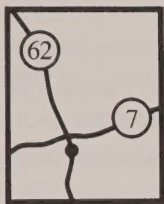
- | | |
|--|-----------------------|
| 1. a) Which community is located farthest north? | <i>Fort Severn</i> |
| b) Which community is located farthest east? | <i>Pointe Fortune</i> |
| c) Which community is located farthest south? | <i>Pelee Island</i> |
| d) Which community is located farthest west? | <i>Ingolf</i> |
| 2. a) Which is the longest highway in Ontario? | <i>Highway 17</i> |
| b) Which is the largest provincial park in Southern Ontario? | <i>Algonquin Park</i> |
| c) Which is the largest city in Ontario? | <i>Toronto</i> |
| d) Which is Ontario's largest district? | <i>Kenora</i> |
| 3. a) Name the Ontario community nearest to Port Huron, Michigan. | <i>Sarnia</i> |
| b) Name the Ontario community closest to Morristown, New York. | <i>Brockville</i> |
| c) Name the Ontario community nearest to International Falls, Minnesota. | <i>Fort Frances</i> |
| d) Name the Ontario community closest to Noranda, Quebec. | <i>Kearns</i> |
| 4. Name the largest island found in Ontario. | <i>Manitoulin</i> |
| 5. Which highway takes you farthest north? | <i>Highway 599</i> |

Finding Places

Problem

People often use the highway system to tell others about the location of places. Thus it is useful to have a general idea of the location and direction of the main highways of the province and the communities located on them.

What community is located near the junction of Highways 7 and 62?

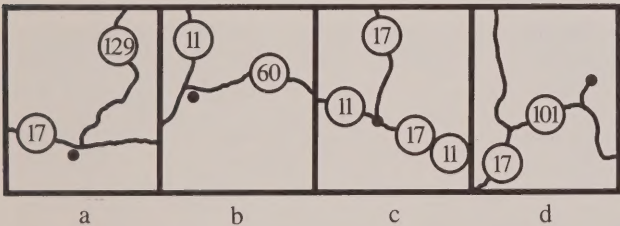


- Find Highway 7.
- Follow it with your finger until you come to the Highway 62 crossing.
- Find the community of Madoc just south of the junction.

Note: You can learn many items of interest by simply browsing through the road map; for example, place names often indicate that certain communities were early Indian, French, Scottish, Finnish, and English settlements. Other things are easily noticeable, such as the abundance of lakes in Northern Ontario and the concentration of population along and to the west of Lake Ontario.

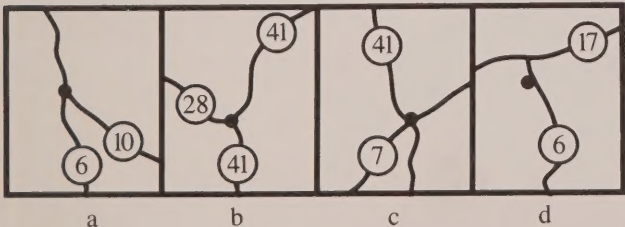
Other Typical Problems

1. Use your highway map and the clues provided to locate the following communities. All of them are on, or close to, Ontario's longest highways, 11 and 17.



- a) Thessalon
- b) Huntsville
- c) Shabakwa Corners
- d) Hawk Junction

2. Locate the following communities which are on, or close to, Highways 6 and 41.



- a) Chatsworth
- b) Denbigh
- c) Kaladar
- d) Espanola

Using the Map Enlargements

Problem

Which route should a motorist use to reach the United States from Ontario at Niagara Falls?

- The map enlargements provide more specific information for cities and regions where the Ontario map is congested.
- Find the map enlargement showing Niagara Falls and area. A motorist may cross into the United States using any one of three bridges: the bridge leading from Highway 405 near Queenston, the Whirlpool Rapids Bridge at the end of Bridge Street, or the Rainbow Bridge leading from Highway 420. Each route is easily seen on the map enlargement.

Other Typical Problems

- | | |
|---|--|
| 1. Which highways take a motorist to the Botanical Gardens in Hamilton? | <i>Highways 6 and 403</i> |
| 2. At which interchange will a motorist leave Highway 401 to reach the Metro Toronto Zoo? | <i>Interchange 389</i> |
| 3. Where in Timmins is the hospital located? | <i>Algonquin Boulevard (or Highway 101) near Spruce Street</i> |
| 4. Is there a travel information centre in Kenora? | <i>yes</i> |
| 5. Where is the travel information centre in North Bay? | <i>Highway 11/17 at Seymour Street</i> |
| 6. On which highway is Cobalt located? | <i>Highway 11B</i> |
| 7. On which river is Sault Ste. Marie located? | <i>St. Mary's River</i> |

Blue Mountain, Collingwood



Courtesy of Ministry of Tourism, Ontario/Panacea Productions

Locating Cities, Towns, and Villages

Problem

Locate the village of Jacksons Point.

- The road map has a settlement index for communities in Southern Ontario and one for communities in Northern Ontario. Each community name is followed by a map reference that helps you to locate that place on the map.
- Find Jacksons Point in the settlement index for Southern Ontario – it is at location H 09.
- Find the large, blue letter H on the vertical edge of the map.
- Find the blue figure 9 on the horizontal edge of the map.
- You will find Jacksons Point in the rectangle formed by the guide lines from letter H and figure 9.

Problem

Locate the community of Marathon.

- If the community is not listed in the index for Southern Ontario, try the index for Northern Ontario. Marathon is listed in the Northern Ontario index at location L 31.

Other Typical Problems

1. Give the map location grid references for:

- | | |
|----------------------|------|
| a) Lobo | M 04 |
| b) Alban | B 06 |
| c) Nobleton | J 08 |
| d) Yarker | G 15 |
| e) Beamsville | L 09 |
| f) Wabauskang (I.R.) | H 25 |

2. Find the following communities on your map:

- | | |
|-----------------|------|
| a) Delhi | M 06 |
| b) Tobermory | E 04 |
| c) Malachi | J 23 |
| d) Thessalon | P 34 |
| e) Monkland | E 20 |
| f) Attawapiskat | E 35 |

3. On which rivers are the following communities located?

- | | |
|-----------------|---------------|
| a) Walkerton | Saugeen River |
| b) Caledonia | Grand River |
| c) Rolphton | Ottawa River |
| d) Kimberley | Beaver River |
| e) Smiths Falls | Rideau River |

4. On which bodies of water are the following communities located?

- | | |
|----------------|-----------------|
| a) Belleville | Bay of Quinte |
| b) Callander | Lake Nipissing |
| c) Deacon | Golden Lake |
| d) Collingwood | Nottawasaga Bay |
| e) Ogoki | Albany River |

Populations of Communities

Problem

Which town has a larger population, Omemee or Oil Springs?

- Find the communities of Omemee and Oil Springs in the settlement index for Southern Ontario.
- The index gives the population of Omemee as 844 and of Oil Springs as 638.

Problem

Which is the largest community in Grey County?

- Find Grey County on the map.
- Check the size of print used for the various communities found in Grey County.
- Owen Sound is printed in the largest type. No other community name is printed in type of that size. Thus it would appear that Owen Sound is the largest community in Grey County.
- You can verify your answer by obtaining exact population figures from the index. Owen Sound has a population of 19 624. Other large communities in Grey County include: Collingwood, 11 757; Meaford, 4337; and Durham, 2430.

As you complete this activity, you will become aware that the size of the type is used to place communities into categories according to population size.

Other Typical Problems

1. Which community in each of the following groups has the largest population?

- | | |
|-----------|----------|
| a) Kenora | 9 595 |
| North Bay | *50 567 |
| Timmins | 44 746 |
| b) Whitby | 38 437 |
| Sarnia | *50 233 |
| Orillia | 23 854 |
| c) Ottawa | 303 144 |
| Hamilton | *308 102 |
| Windsor | 192 546 |

2. a) Is Shelburne the largest community in Dufferin County? no
- b) Is Fort Frances the largest community in the District of Rainy River? yes

3. Mount a road map on a bulletin board. Use map pins or gummed stars to locate every community in Southern Ontario with a population greater than 25 000 inhabitants and every community in Northern Ontario with a population greater than 5000 inhabitants.

Using the Map Legend

Problem

How do you use the map legend? What kind of information does it provide for a motorist?

A motorist might look for answers to questions such as the following:

- Where is the nearest bridge to cross to the United States?
- Which route is the most direct?
- Is there a provincial park in this area?
- Where is the nearest hospital or first-aid station?

If the motorist were at the town of Lucknow, the road map would suggest these answers to the questions given above:

- The nearest bridge to cross to the United States is at Sarnia.
- Highways 86, 21, and 402 provide the most direct route to Sarnia.
- There are several provincial parks in this area, including Point Farms, Inverhuron, and Ipperwash.
- The nearest hospital is at Wingham.

Other Typical Problems

Working on the following problems will help you to become familiar with the map legend.

1. There has been an accident near Longlac. Where is the nearest hospital located?

Geraldton
2. Which interchange does a motorist use to reach Brighton from Highway 401?

Interchange 509
3. Where is the airport closest to Sturgeon Falls?

North Bay

4. On what type of highway is Armstrong located?

two-lane hard surface
5. A bush pilot has an injured trapper in his airplane. They are flying over area D 29 on the road map. Should he land at Big Trout Lake or at Angling Lake Indian Reserve?

Big Trout Lake
6. Is there a ferry service from Kingston to Wolfe Island?

yes
7. Which lake is in view when a motorist travels on the Blue Water Tourist Route?

Lake Huron
8. Is the community of Moose Factory on a railway?

no
9. Is Isle Royal in Canada or in the United States?

United States
10. Can you camp overnight at Port Bruce Provincial Park on Lake Erie?

no
11. Where is the closest point of entry to the United States from the community of Port Colborne?

Buffalo, N. Y.
12. What services are available to the traveller at Folyet?

nursing station, Ontario Provincial Police
13. Name the major tourist attraction shown on the inset map for Kingston.

Fort Henry
14. What medical service is available in the community of McKellar?

first-aid station

The locks at Sault Ste. Marie



Highway Junctions

Problem

Are highways built to connect villages, towns, and cities, or do the latter develop at the junctions of existing highways? Are there communities located at all or most highway junctions?

There are no ready answers to these questions. No doubt many communities were founded before roads were built. It is probable that the subsequent network of highways encouraged their development.

Browsing through the map as well as answering the questions in the “Other Typical Problems” section below will help you reach some general conclusions with regard to this investigation.

Other Typical Problems

1. Locate the following villages, towns, and cities on the map with the help of the index. List the “King’s Highways” that form junctions at these communities.

	Highways		
a) North Bay	11	17	63
b) Whitby	2	12	401
c) Bancroft	28	62	
d) Perth	7	43	
e) Lindsay	7	35	36
f) Markham	7	48	
g) Smiths Falls	15	29	43
h) Maynooth	62	127	
i) Huntsville	11	60	
j) Nipigon	11	17	

2. Is there a community at the following junctions along Highway 17?

a) Highways 17 and 34	no
b) Highways 17 and 31	yes
c) Highways 17 and 44	no
d) Highways 17 and 41	yes
e) Highways 17 and 630	no
f) Highways 17 and 63	yes
g) Highways 17 and 64	yes
h) Highways 17 and 535	yes

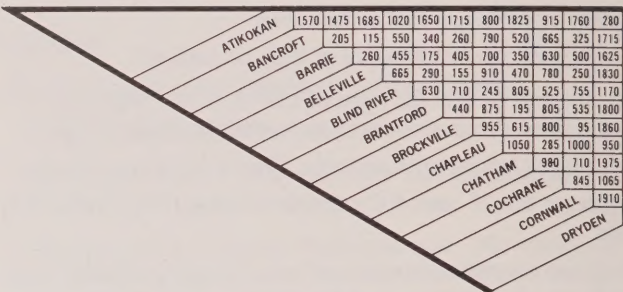
Calculating Distances

A. Using the Distance Triangle

Problem

What is the distance between Belleville and Chapleau?

– You can find the distance between larger communities in Ontario by using the distance triangle located in the upper right-hand corner of the map of Northern Ontario.



– Find Belleville and Chapleau on the triangle. Read across the Belleville column and up the Chapleau column to arrive at the figure in the rectangle formed where the two columns cross each other (910 km).

North shore of Lake Superior



Courtesy of Ministry of Tourism, Ontario/Panacea Productions

Other Typical Problems

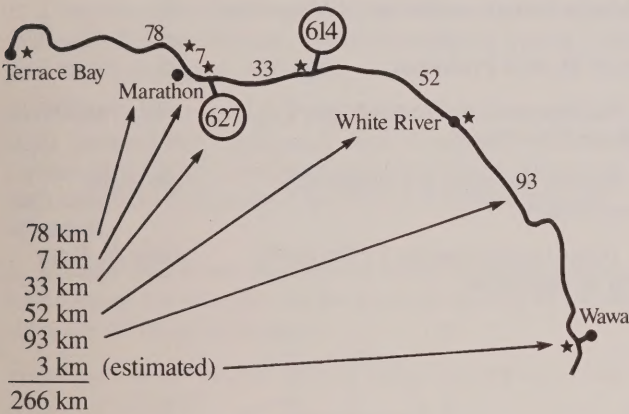
1. What are the distances between the following communities?
- a) Chatham and Atikokan 1 825 km
 - b) Toronto and Timmins 680 km
 - c) Rainy River and Sarnia 2 025 km
 - d) Barrie and Windsor 430 km
2. Approximately how many hours will it take to travel from Sault Ste. Marie to Stratford at an average speed of 80 km/h? 10 hours
3. Which is the shorter route from North Bay to Kingston:
- a) via Pembroke and Smiths Falls, *475 km
 - or
 - b) via Peterborough and Belleville? 500 km

B. Using the “Red Stars”

Problem

What is the distance between Terrace Bay and Wawa?

– You can find the distances between smaller communities by using the “red stars” found at the junctions of highways. The distance between Terrace Bay and Wawa is 266 km, arrived at by adding the following local distance figures:



Other Typical Problems

1. Calculate the distance between the following locations:
- a) Leamington and Blenheim 61 km
 - b) Courtright and the junction of Highways 80 and 79 54 km
 - c) Tobermory and Owen Sound via Highways 6, 70, and 21 110 km
 - d) Tobermory and Owen Sound via Highways 6 and 21 116 km
2. Which is the shorter route from Goderich to Lucknow:
- a) via Port Albert and Amberley, *53 km
 - or
 - b) via Clinton and Wingham? 73 km
3. A family living in Owen Sound and their friends who live in Barrie would like to meet for a picnic at a place half-way between the two communities. Where might they meet? various answers, including Craigeleith Provincial Park

C. Using the Distance Scales

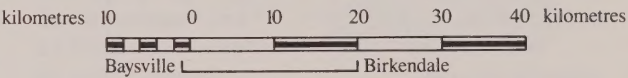
Problem

A group of people with snowmobiles would like to travel from Baysville across the lake to Birkendale and back. What distance will they cover on the round trip?

- Find Baysville and Birkendale on your map.
- Find the distance scales in the map legend. (Note: Use the scale for Southern Ontario. A different scale, located on the reverse side of the map, on James Bay, is used for Northern Ontario.)



- Place a strip of paper on the map to join the two communities.
- Mark the locations on the strip with dots and join the dots with a straight line.



- Place the strip of paper below the distance scale so that the right-hand dot is aligned to a number on the scale (in this case, 20).
- The distance from Baysville to Birkendale is 20 km + 1 km (to the left of the zero), or 21 km. Therefore, the snowmobiles will cover 42 km on the round trip.

Other Typical Problems

1. How many communities are found within a radius of 30 km from Lion’s Head? 15
2. How long would it take to snowmobile across Lake Nipigon from Ferland to Macdiarmid at a speed of 12 km/h? about 9 hours
3. What is the distance in kilometres between Interchanges 400 and 418 on Highway 401? Use the enlargement scale and the inset map showing the Pickering, Ajax, and Oshawa region to determine this distance. about 17 km
4. Which distance by water is greater:
- a) Sandy Cove to Lagoon City across Lake Simcoe, 33 km
 - or
 - b) Gull Bay Indian Reserve to Rocky Bay Indian Reserve across Lake Nipigon? *84 km

Looking for Shapes

Problem

An important skill in map reading is identifying shapes. In most cases people look at maps with north placed at the top; however, when they are driving or flying or looking at a globe, they are often looking at the map from another view-point. For example, a motorist driving south will find it helpful to turn the map upside down. Recognizing shapes will help you to locate major features such as lakes, counties, and provinces quickly.

Turn the map of Southern Ontario on its side. Can you see the elephant? You will notice that Windsor is found at the tip of the elephant's trunk.



What communities are located at the numbers shown on the map outline? Match the communities listed below with the numbers representing them on the map.

- | | |
|------------------------|----|
| a) Niagara-on-the-Lake | 1 |
| b) Port Burwell | 6 |
| c) Whitby | 10 |
| d) Collingwood | 2 |
| e) Dundas | 7 |
| f) Wheatley | 3 |
| g) Sarnia | 9 |
| h) Grand Bend | 5 |
| i) Barrie | 4 |
| j) Kincardine | 8 |

Other Typical Problems

1. What lake does this outline represent? Part of the lake is in Ontario; part of it is in Quebec.



Lake Abitibi

2. What county does this outline represent?



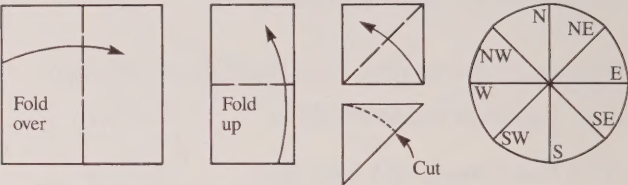
Brant County

Finding the Direction

Problem

In what direction is the community of Moose River from Moosonee?

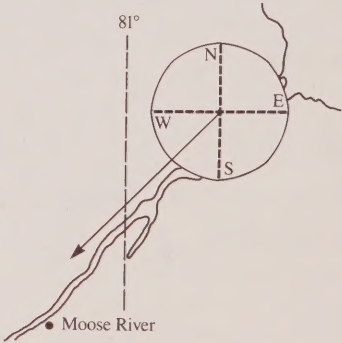
– Take a sheet of paper about 6 cm by 6 cm. As shown in the diagram below, fold it in half, then in quarters, and then diagonally in eighths. With a pair of scissors trim the edges that have not been folded, as shown below. Unfold the sheet, flatten it out, and mark the folds: N, NE, E, SE, S, SW, W, and NW.



- You now have a “compass rose” that will help you find the approximate direction of one point from another.
- On the map, find the light grey vertical line a little to the west of Moosonee that has the number 81° at its ends. This is a meridian of longitude and runs north-south.
- Lay the compass rose with its centre over Moosonee so that the north-south line of the compass rose is parallel to the 81° line of longitude. Read off the direction of Moose River.
- Moose River is southwest of Moosonee.

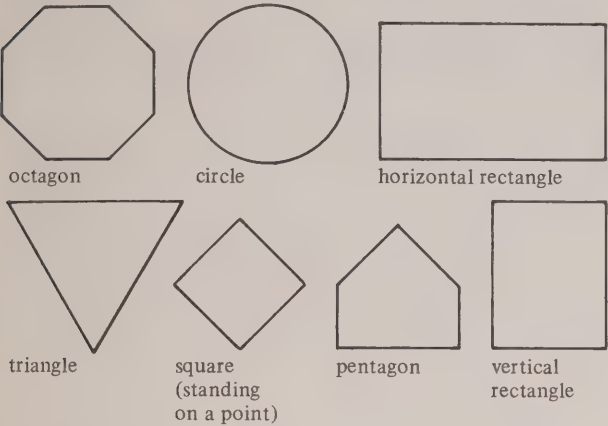
Other Typical Problems

- | | |
|--|-------------------|
| 1. In what general direction does the Albany River flow? | east to northeast |
| 2. In what direction is Thunder Bay from Dryden? | southeast |
| 3. Name the community 11 km north-west of Maynooth. | Lake St. Peter |



Problem

Identify the different traffic signs and explain their meaning. Examine the different types of traffic signs and what they mean. The recognition of their colours, shapes, and symbols is valuable. Look for the following shapes:



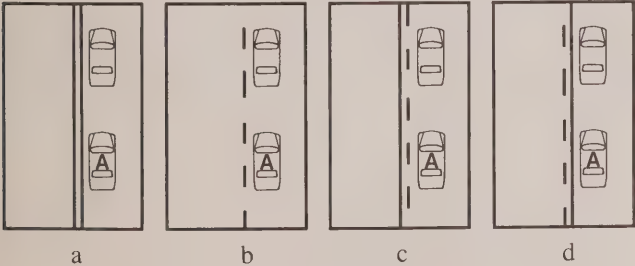
Refer to *The Driver's Handbook*, a free publication of the Ontario Ministry of Transportation and Communications; it has an excellent section on traffic signs.

Other Typical Problems

- 1. Draw the following shapes and insert one sign associated with each of them: triangle, square standing on a point, octagon, circle, pentagon, rectangle.
- 2. Traffic signs are grouped into three categories: regulatory signs, warning signs, and guide signs. Draw and colour two typical signs found in each category. Outline the purpose of each category of signs and explain how it differs from the other two.
- 3. Certain colours are used in each of the three categories of traffic signs; for example, the background colours of warning signs are yellow and orange.

What signs are associated with the following colours: blue, green, red, brown?

- 4. Draw three traffic signs that use symbols. Draw three traffic signs that use words. Colour each of the signs.
- 5. The pavement lane markings help the driver to know when he/she may pass another car. In the diagrams below, when may the driver in car A pass?



Problem

Many of the villages, towns, and cities of Ontario are located on water, especially at the junctions of rivers or at river mouths. Why were these locations favoured by the early settlers?

- Make a list of about twenty communities scattered across the province.
- Use the map to locate these communities and note how many of them are located on water.
- Check which communities are located on lakes, on rivers, at the junctions of rivers, or at river mouths.
- Use other sources of information to find out how each community relies on its waterways.
- Select two communities. Find out why each one was established at that particular location. Share your findings with other students in the class.

Other Typical Problems

- 1. Use the map index to locate the following communities. The map enlargements will be useful too. List the body or bodies of water associated with each community:

a) Port Stanley	Lake Erie
b) Gananoque	St. Lawrence River
c) Windsor	Detroit River
d) New Liskeard	Lake Timiskaming
e) London	Thames River
f) Winisk	Hudson Bay
- 2. The production of pulp and paper requires a lot of water. Name the source of water for the mills at:

a) Kapuskasing	Kapuskasing River
b) Iroquois Falls	Abitibi River
c) Cornwall	St. Lawrence River
d) Thunder Bay	Lake Superior
- 3. Ontario has many important ports. Name the body of water on which each of the following ports is located:

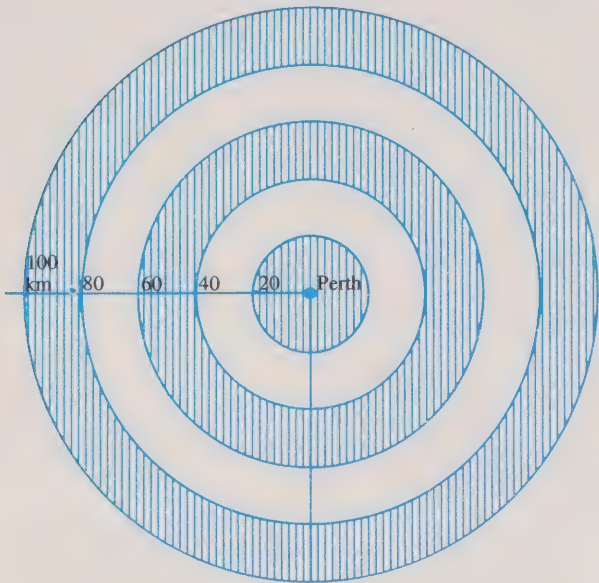
a) Toronto	Lake Ontario
b) Kingston	Lake Ontario
c) Goderich	Lake Huron
d) Sarnia	St. Clair River
e) Hamilton	Lake Ontario
f) Port Colborne	Lake Erie
- 4. Falling water provided the source of power for the grist mills and lumber mills of pioneer settlements. A number of present-day communities owe their beginnings to specific locations on rivers where dams could be built. Use a road map and map tacks to show all such communities found within a radius of 100 km from your school.

Your Community in Relation to Ontario

Problem

How is the rest of Ontario related in distance and direction to your home town? What activities that affect you take place in other communities?

- Pin up the road map on the bulletin board. Indicate your home community, for example, Perth, with a map pin.



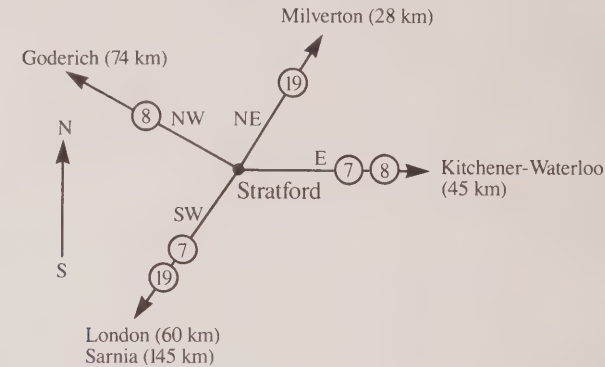
– Draw a series of concentric circles around the community on a piece of acetate or on the map itself; use bold lines. The radii of the circles should increase at a constant rate, possibly 20 km, 50 km, or 100 km. Extend the circles to include as much of Ontario and the neighbouring states and provinces as you wish.

– Working in a small group, be responsible for one of the rings. Be ready to give directions and distances to major communities within the ring, possible sources of income, tourist attractions, items of historical interest, and activities that affect you (e.g., fairs, tournaments, etc.)

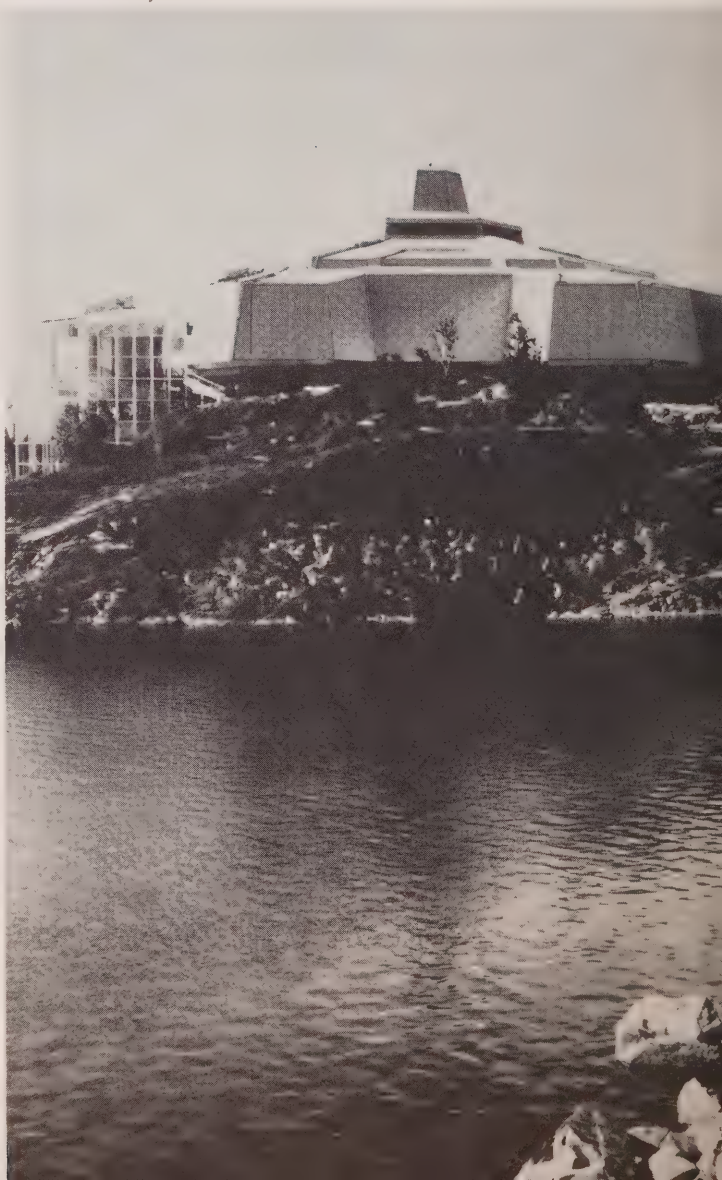
– You and the other members of your group can each be responsible for a quadrant of the circle assigned to your group.

Other Typical Problems

1. Draw a circle around your community to show the radius within which you can travel by automobile in one hour. Show the location of all winter and summer recreational opportunities, for example, places to skate, ski, fish, and swim.
2. Complete a “transportation rose” to show the distance and direction from your community to other communities located on the highways that pass through your community. Use the example of Stratford as a model.



Science North, Sudbury



Courtesy of Ministry of Tourism, Ontario/Panacea Productions

Review

To evaluate students' ability to use the official Ontario road map to find specific information and plan trips and to learn more about their province, teachers may wish to:

- have students review various aspects of road map usage by completing either the sample review problems given here or a series of questions drawn up by the teacher;
- have students plan a field trip that might be taken by the class. They should include information such as the purpose of the trip, the route they would take, the time required for the trip, and rest stops and places to visit along the way;
- have students demonstrate their understanding of some of the practical uses of the map by placing the map work within the context of actual situations; for example, locating the closest park with overnight camping facilities or determining the distance from their community to a neighbouring community and the time it would take to travel that distance;
- have students demonstrate their knowledge of the geography of Ontario through discussions or research assignments.

Review Problems

1. Use the highway map and your atlas to list the provinces and states that border on Ontario.

Quebec, Manitoba; Minnesota, Michigan, New York
2. State several major differences in the regions represented by square F 31 and square J 07.

The area represented by F 31:
 - represents a larger land area;
 - has many lakes and rivers;
 - has no settlements.

The area represented by J 07:
 - has many highways;
 - has a number of communities, including one with a population of 13 969;
 - has a conservation area.
3. Which highway is longer, 401 or 11?

Highway 11
4. Which community has the larger population, Cochrane or Ingersoll?

Ingersoll
5. Which community is further west, Arthur or Alma?

Arthur
6. What is meant by “car-pool parking”? How would you recognize such a location on the road map?

The Minister of Transportation and Communications has set aside parking areas at the junctions of highways near large cities. Members of a car pool meet at these central locations and continue their trip to the city in one automobile or a van or bus.

Look for a symbol showing a green circle with the letter “P” on a white background.

7. In an emergency, how would a person reach the nearest detachment of the Ontario Provincial Police?

Dial “0” (zero) and ask the telephone operator for Zenith 50000.
8. What is the distance and direction of Newmarket from Lindsay? Is it possible to drive that distance safely in two hours (highway speed limit 80 km/h, speed limit in towns and cities 50 km/h)?

Newmarket is about 100 km south and west of Lindsay. It is possible to travel that distance safely in two hours.
9. Which route would take a motorist from Midland to Oshawa in the shortest time?

Follow Highway 12 south from Midland through Orillia to Whitby; take Highway 401 east from Whitby to Oshawa.
10. Name the provincial parks within a one-hour driving distance from St. Thomas.

*Turkey Point Provincial Park
Port Bruce Provincial Park
Ipserwash Provincial Park
Long Point Provincial Park
John E. Pearce Provincial Park
The Pinery Provincial Park
Port Burwell Provincial Park
Rondeau Provincial Park*
11. Is the island located at 53°N latitude and 81°W longitude in Ontario?

No. Akimiski Island is in the Northwest Territories.
12. Where in Ontario are you:

a) 21 km northwest of Stratford?*Mitchell*

b) 19 km southeast of Seaforth?*Mitchell*

c) 36 km northeast of Mitchell?*Listowel*

d) 18 km southwest of Wingham?*Blythe*

e) in the largest community in square C 14?*Pembroke*

f) on an Indian reserve located in square D 30?*Kasabonika*

g) in the provincial park nearest to Kirkland Lake?*Esker Lakes*

h) at Interchange 789 on Highway 401?*Cornwall*

i) at Interchange 66 on Highway 417?*Casselman*

j) in a community about thirty minutes’ driving distance south of North Bay?*Trout Creek*

k) at the intersection of Highways 3 and 6?*Jarvis*

l) at the most southerly border crossing point in Ontario?*Pelee Island*

m) in a county represented by this shape?
- Dufferin County*
-
- 13

Additional Suggestions for Teachers

Using the Road Map

Teachers who wish to provide students with additional opportunities to practise their newly acquired skills may wish to:

- have students use map pins of different colours to locate every border crossing point to Ontario from the United States, every provincial and national park, and every community with a major tourist attraction;
- ask students to explain the importance of the meridian of longitude 90°W and to give reasons for this meridian being highlighted on the map;
- mount pictures of traffic signs on bristol board and have students group them according to the three categories: regulatory signs, warning signs, guide signs;
- have students prepare a road map of the county or district in which the school is located;
- assign a project on one of Ontario's tourist routes, namely, Algonquin Route, Blue Water Route, Frontier Route, Great River Road, Heritage Highway, Loyalist Parkway, Rideau-Trent-Severn Route, Talbot Trail, Terry Fox Courage Highway, Voyageur Route;
- prepare additional exercises based on other aspects of the "Ontario, Canada, 1986/87 Official Road Map", such as the legend, the map enlargements, and other sections of specific information;
- prepare exercises based on road maps from other provinces of Canada.

Terry Fox Monument, Thunder Bay



Courtesy of The Chronicle-Journal and The Times-News, Thunder Bay

Beyond the Road Map

Those teachers who wish to extend the application of students' map skills beyond the road map may wish to:

- have students use atlas maps to gain new insights into the geography of Ontario: its location, boundaries, length (from north to south), width, and neighbours;
- develop students' understanding of large numbers associated with the province, for example, a population of 9 000 000 inhabitants, an area of 1 068 528 km², a highway 2 155 km in length;
- have students learn more about driving on Ontario's highways by using the free publication *The Driver's Handbook*, available from the Ministry of Transportation and Communications;
- discuss with students the types of precautions that a family can take to meet roadside emergencies;
- have students, in groups, read the following sample problem and answer the questions:

It is mid-January. The Jones family is planning a trip from their home in Ottawa to Sudbury. The distance they have to travel is about 500 km and they expect the trip to take about seven hours.

 - What are some of the problems that could arise during a midwinter trip?
 - How can Mr. and Mrs. Jones obtain a road report before leaving Ottawa?
 - How can they obtain a weather report?
 - What items should they have in their car in case they are stranded by a snowstorm and have to wait for assistance?
 - What should they do if their car slides into the ditch on an isolated section of the highway?
- have each student make a list of thirteen things that everyone should know about Ontario, and have the information compiled into a booklet and distributed to the class;
- have students design a tourist brochure about their community.



